

Working together to improve outcomes for
children and young people with SEND

A Countywide Approach to Inclusive Education

Kent County Council
Children, Young People and Education

Draft for feedback

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1. Introduction

What is inclusion? Inclusion is described as the practice of ensuring that people feel they belong, are engaged, and connected. It is a universal human right whose aim is to embrace all people. It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.

As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-improving, sustainable system which supports the education of all.

2. Support, empower, challenge.

The success of an effective inclusive education system is dependent on all stakeholders collaborating with their shared aims. We aim to support and empower schools and settings, incentivising and motivating engagement by:

- Ensuring processes and priorities are based on school-led evaluation using a robust framework with evidence from a variety of sources.
- Using data and information to support impact analysis that is contextualised and presents a richer and realistic picture.
- Providing a high level of training and support with an equitable core offer for all providers.
- Supporting the development of locality collaborations with collective control over resource to meet the local needs.
- Supporting the development of a school-to-school system of continuing professional development and improvement support.

Collaborative working enables transparency between providers and other stakeholders. Accountability and challenge are the responsibility of all stakeholders and it is incumbent on all parties to work together to eradicate weaknesses in the system for our children and young people.

3. Context

SEND Code of Practice (2015) Para 1.26: As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated.

The Equality Act 2010 provides protection from discrimination for disabled people. Para 1.31: The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.

The **SEND Code of Practice (2015)** sets out commitments around inclusive education and removal of barriers preventing children and young people with SEND from learning and participation in mainstream education.

In addition, the SEND Code of Practice sets out the presumption that children and young people with SEND should be able to receive their education within a mainstream setting. Schools are required to identify and assess the needs of the SEND pupils they support and use their 'best endeavours' to ensure they receive appropriate support and are fully included alongside their peers.

The **SEND Written Statement of Action**, developed in response to the Local Area Review of SEND in 2019, identifies the following priorities which are directly relevant to inclusive practice within mainstream settings:

- 3.1 Identify the barriers to SEND provision/inclusion and work with schools on solutions.
- 3.2 To deliver a programme of training and support rising from 3.1.
- 3.4 Headteachers to co-ordinate peer reviews of SEND provision.

These priorities have been further developed through consultation with schools and partners as part of the 'Inclusion Conversation' with schools between September – October 2020. Feedback from schools, particularly Headteachers, highlighted the importance of further developing the knowledge, skills and capacity of leaders as well as establishing mechanisms for peer-review to achieve and sustain change within schools.

The **Kent Strategy for Children and Young People with Special Educational Needs and/or Disabilities (SEND) 2021-24** supports delivery of the Written Statement of Action and sets out our priorities:

- Priority One: Improve the way we work with children and young people, parents, and carers.
- Priority Two: Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.
- Priority Three: Identify and assess the needs of children and young people earlier and more effectively.

- Priority Four: Improve education, care and health outcomes for children and young people with SEND.
- Priority Five: Ensure children and young people with SEND are included in their local community.

Schools and education settings are key partners in delivering this vision, working in collaboration with other professionals to ensure children and young people receive the support that they need to achieve their full potential in education. To achieve this, the strategy seeks to support schools such that there is:

- Improved inclusive practice in our schools. Children and young people with SEND feel they belong, are respected, and valued and are supported to make progress and achieve their ambitions and aspirations through high quality teaching and a challenging, wide-ranging curriculum.
- A countywide programme of peer reviews of inclusion with an identified focus on SEND provision.

Many schools in Kent have a commitment to inclusion and use best efforts to support children and young people with SEND. However, the outcomes achieved, and progress made by these young people falls significantly below the national average for this group.

Pupils with an EHCP in Kent are less likely to be educated in a mainstream school (selective and non-selective), than would be expected nationally. The following summary is taken from the *Kent Commissioning Plan for Education Provision, 2021-24*:

- 31.2% of school aged pupils with an EHCP are educated in mainstream (including Specialist Resourced Provisions and Grammar Schools) in Kent, whilst the national figure is 39%.
- 43% of school aged pupils with an EHCP are educated in a special school placement compared to 37.2% nationally.
- It is our expectation the continuing work to improve the effectiveness of SEND provision and parent/carer confidence in the Local Offer will gradually move Kent towards the national figure of 62.8% of school aged pupils with an EHCP being educated in mainstream schools (including Specialist Resourced Provisions and Grammar Schools)

3.a Funding for inclusion

As a response to the areas of concern identified in the Local Area Review of SEND provision in 2019 and as a direct result of continued pressures on the High Needs Budget, both schools and the Schools Funding Forum supported KCC's application to the Secretary of State for a 1% transfer of funds from the Schools Block to the High Needs Block as part of setting of the 2020-21 school budget. In contrast to previous years, where this action has been taken to off-set the deficit in High Needs spending, the aim of the 2020/21 transfer was specifically to **"consider a different approach...**

to support much greater inclusion in mainstream schools.” (Cabinet Member for Education and Skills, 15.01.20).

Activity in this plan directly funded by this money is identified by:



Funded by schools for schools.

3.b Outcomes

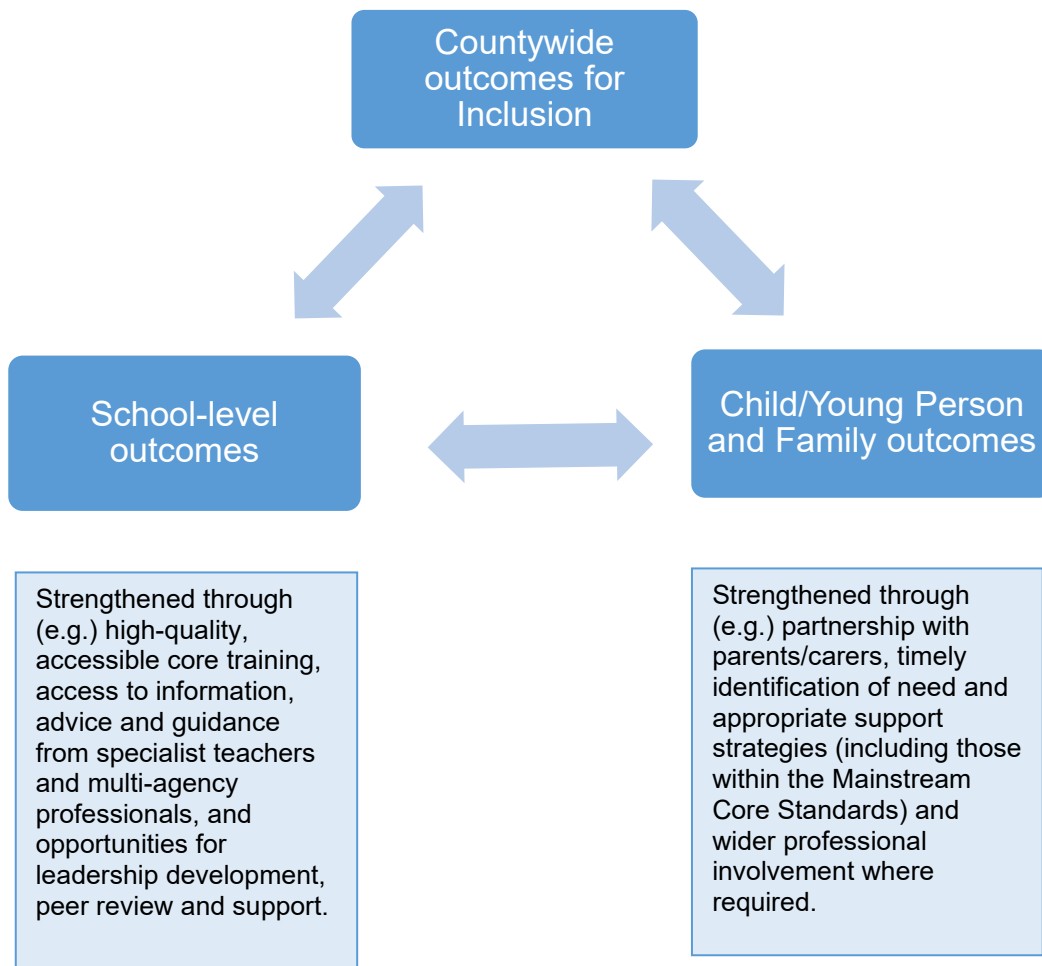
The Kent Children and Young People's Outcomes Framework has been developed with families and provides an overarching set of priorities within which service development and commissioning activities contribute. The activities described in this plan particularly support the outcome for 'My Learning: I am the best that I can be at school, college or work' but also contribute more widely to the outcomes for 'My Future', 'My Voice', and 'My Quality of Life'.



Beneath these overarching outcomes sit a range of supporting outcomes in relation to inclusion for individual children, young people, and families, as well as for schools and settings. These in turn influence the achievement of broader countywide impacts that we will begin to see as outcomes are strengthened at individual and school level.

Achieving these outcomes means working collaboratively with schools, settings, and a wide range of local partners to ensure that CYP experience an inclusive culture, appropriate and effective teaching and learning strategies, and an environment that enables them to thrive socially, emotionally, and academically. These are long-term outcomes, they link to a corresponding set of long-term Key Performance Measures that are used to track progress across the whole system and are set against a wide range of a range of activities co-ordinated through the Written Statement of Action, as well as services specifically commissioned to support the inclusion agenda.

Shorter term impact measures will also be applied as relevant to specific activities and commissioned services. Impact measures are described in more detail in **Appendix 4**.



The following table set out a suggested framework of outcomes to which all inclusion activity and service delivery contributes in the widest sense, and within which specific KPIs may be agreed and attached to individual commissioned services (where appropriate)

We will aim to achieve the following outcomes for children, young people, families and schools through supporting and strengthening practice across the four core priorities below (which are described in more detail further on in this document):

- Supporting the highest quality core inclusive education delivery
- Providing specialist intervention and additional support with engagement and integration
- Ensuring that education inclusion support is part of a broader, holistic and joined-up offer of support of support for young people's care and health needs.
- Ensuring smooth transition between education phase

For children, young people, and families:

- a) Children and young people experience a high quality, inclusive education within the most appropriate setting to meet their needs. *The Code of Practice sets out that for the majority of children with SEND, there is a presumption that this will be within a mainstream setting.*
- b) Children and young people with SEND are able to thrive socially and emotionally at school.
- c) Children and young people with SEND have their needs identified early and receive appropriate levels of support that enables them to engage and make appropriate progress in their learning.
- d) Children and young people with SEND achieve their potential academically, gaining skills, knowledge, and confidence to move to the next stage of learning and independence with success.
- e) Children and young people with SEND receive timely and holistic support from education and wider services that responds to their health, wellbeing or social care needs and supports their inclusion in education.
- f) Children and young people experience positive transitions between key stages of education and settings as well as wider life events and are prepared to live as independently as possible.
- g) Parents and carers are confident that their child's school or setting has the knowledge, skills and confidence to meet their needs.
- h) Parents/carers have confidence that their child or young person's broader health, wellbeing and social care needs are being supported.

For Schools:

- a) Schools meet the needs of children and young people with SEND and strengthen inclusive practice through access to a graduated core offer of training, development and peer review activities.
- b) Staff in mainstream schools have improved knowledge, skills and confidence in responding to the needs of CYP with SEND through:
 - access to high-quality information, advice and support from multi-agency professionals and specialist teachers
 - streamlined and effective locality structures through which to share advice, best practice and information as well as accessing wider support for individual CYP with SEND.
 - Flexible locality resources, in the form of financial and practical support.
- c) Support delivered within and through schools is connected to a wider, integrated offer from partner services, which support the child or young person's broader social, emotional and physical wellbeing. Schools are able to draw upon, and work in partnership with, a wider range of professionals to ensure a holistic response to meeting the needs of children and young people.
- d) Schools are able facilitate smooth and successful transitions through effective local collaboration, built upon:
 - a shared understanding of best practice in relation to transition
 - tools and approaches to support planning for individual children and young people, including preparing for adulthood.
 - access to resources and opportunities for transition activities.

System-level outcomes:

Through strengthening outcomes at an individual and school-level, we will see longer-term progress towards the following countywide outcomes:

- A greater proportion of children and young people with SEND access a high-quality, inclusive education within a mainstream setting (where this is appropriate to their needs).
- There is improvement in outcomes, attainment and progress made by all children and young people.
- Achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.

3.c Outlining standards and expectations

Through discussions with schools, settings, parents/carers, young people, and other key stakeholders, we have agreed the underpinning standards and expectations for Inclusive Education provision. These are detailed in the following documents:

Inclusion Statement

Our collective values and aims are captured in our inclusion statement - **Appendix 1**.

<https://www.kelsi.org.uk/special-education-needs/inclusion/inclusion-statement>

Mainstream core standards for schools

Provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools. Guidance for schools, parents and carers and professionals working with children and young people.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

Early Years Best Practice and Mainstream Core Standards

Best Practice Guidance for the Early Years (BPG) has been developed by professionals within Kent to offer advice and guidance to Early Years practitioners in supporting all children, including those with Special Educational Needs and/or Disabilities (SEND), to achieve their potential.

<https://www.kelsi.org.uk/early-years/equality-and-inclusion/best-practice-guidance-for-the-early-years>

Inclusion Framework *(currently being finalised by school led working group)*

A clear framework which underpins the structure of both the design and evaluation of our shared work. Used as a basis for the system approach to inclusive education, peer to peer discussions and the curriculum for the Inclusion Leadership programme.

4. Priorities

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. It means all children in the same classrooms, in the same schools with real learning opportunities for groups who have traditionally been excluded. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

– UNICEF

‘Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.’

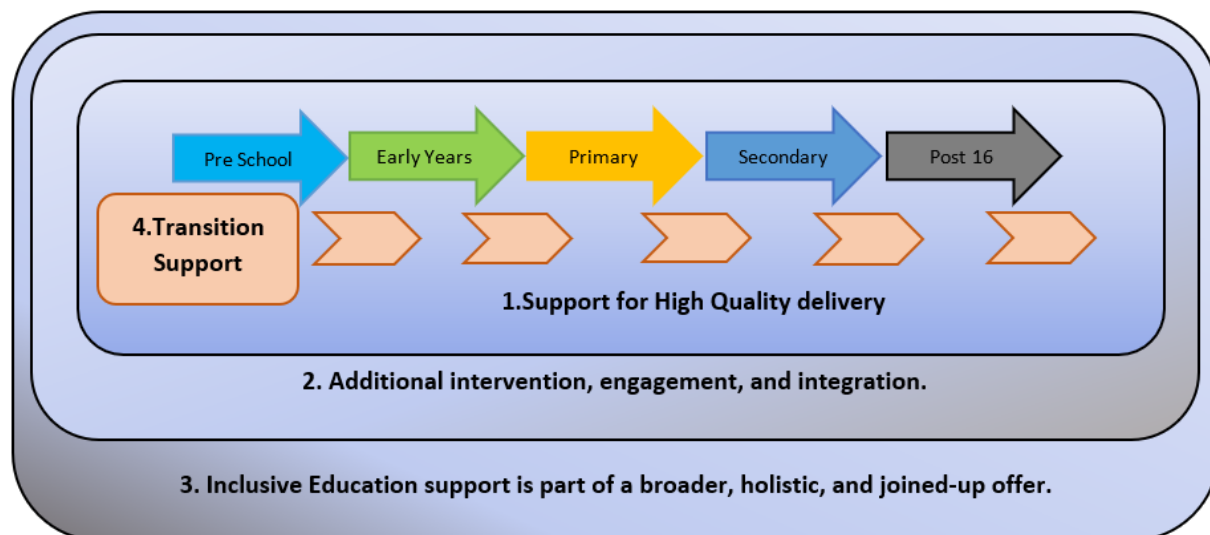
The recent Local Government Association Report, **‘Developing and sustaining an effective local SEND System’** emphasises that “effective practice in mainstream settings and schools in identifying young people’s needs and putting in place the right support is at the foundation of the local SEND system. Getting this wrong can create unsustainable pressure on more targeted and specialist forms of provision and can close off opportunities for young people and choices for parents.”

Their research, which involved exploration of local systems across the country, identified several core features of effective practice that are essential to improving inclusive capacity within mainstream schools. These are summarised below:

1. **Putting in place clear expectations about what needs mainstream schools and settings will meet** (in Kent, these have already been defined in collaboration with schools and settings through our Mainstream Core Standards and Early Years Standards).
2. **Backing these expectations with a clear offer of capacity-building support** – “agreeing expectations is important, but equally important is ensuring that staff in local mainstream settings and schools have access to support that can enable them to translate those expectations into practice.”
3. **Engaging “system leaders”** who can play a role in supporting practice beyond their immediate school, drawing on the expertise and building capacity across the local SEND system. Research highlighted the importance of engaging “not just SENCOs, but headteachers, leaders and governors.”
4. **Ensure that schools and settings have access to an explicit offer of targeted inclusion support:** “an effective local SEND system has a clear offer of support that can be accessed by mainstream schools and settings at an agreed point and to enable them to keep young people included. The research noted that “if the only way of accessing additional support was by accessing statutory EHCPs, then this was likely to create greater demand for EHCPs” and that local systems needed “a mechanism for providing additional support in a way that was not linked to statutory services, and in ways that were more flexible and time-limited.”
5. **Ensure that education inclusion support is part of a broader, holistic and joined-up offer of support for young people’s care and health needs.** This recognises that dependencies between a child or young person’s needs within an education setting and their wider social, emotional and physical

wellbeing which requires the inclusion agenda to be linked to a wider, integrated offer of early help, family support, and targeted support from local health services.

We have explored each of these features of effective systems and they are taken forward over the following pages, within four core interdependent priorities:



1. Supporting the highest quality core inclusive education delivery

This priority focuses on building capacity within settings through a tripartite model (illustrated below), which brings together the development of a core training offer, leadership development programmes, and peer-to-peer review structures across the county. In this way it combines recommendations 2 and 3 from the LGA research above into a mutually sustaining model.

2. Providing additional intervention and support with engagement and integration.

This priority responds to recommendation 4, exploring the best ways to facilitate access to additional inclusion support for children and young people with SEND. This includes locality structures and forums, as well as opportunities to strengthen local resources and pilot opportunities.

3. Ensuring that education inclusion support is part of a broader, holistic, and joined-up offer of support of support for young people's care and health needs.

This priority responds to recommendation 5, that education support for inclusion is linked to the broader system of services and support available to children, young people, and families in Kent. This will involve working in partnership with a range of agencies as part of the implementation of the wider SEND strategy.

4. Ensuring smooth transition between education phases

Education practitioners in Kent raised transition as a key area requiring our collective focus, and so we have included this as an additional priority.

5. Priority 1: Supporting a school led system to deliver the highest quality core inclusive education.

We aim to support, challenge, and empower education providers to deliver the highest quality of inclusive education provision for Kent's children and young people such that:

- there is improvement in outcomes, attainment and progress made by all children and young people.
- achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.
- all children and young people have equitable access to a challenging and wide-ranging curriculum.

5a. Inclusive Leadership

Key factors in inclusive education implementation include school and classroom level implementation such as school reviews and plans; training and supporting all teachers in inclusive practices, not just 'specialised' ones; and supporting school leadership to enact an inclusive vision for their schools.
- *Implementing Inclusive Education 2018*¹

It is widely evidenced that inclusive practice within educational settings is most effective when it is driven by the leadership and embedded into the culture and ethos of the provision. To continue to develop and grow the inclusive nature of our schools and settings, a system of support is employed which provides a suite of interdependent development opportunities for education providers.

These opportunities enable schools to use up-to date training and evidence informed research to reflect on the inclusive practices within their schools and localities, access mutually beneficial support from their peers and develop and evolve the implementation of inclusive education in their school setting.

1

https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf

Fig 1.1: A system approach to supporting Inclusive Education.



5.b Inclusive Education Leaders

Every education leader is a leader of inclusion and shares responsibility for each individual pupil as well as for the whole school culture, systems, and processes. SENCOS, Inclusion Leads and others play specific roles alongside, as do middle and senior leadership teams.

We deliver a structured programme for school leaders, at a variety of levels, that develops knowledge, skill, and capacity around the inclusion agenda. Specifically, the training will:

- offer the opportunity for leaders to develop their knowledge of SEND and inclusion and explore how to apply that knowledge in the practice of their current and next stage role in school.
- be built around the Inclusion Framework.
- enable leaders to reflect on and audit their inclusive practices and develop actions for development.
- be directly applicable to the role held by the leader and include tasks aligned with in-school responsibilities.
- create opportunities for leaders to build professional networks of colleagues in other Kent schools and share practice.
- have input from Kent school leaders who will share their experiences of the challenges and successes of effective leadership of inclusion.

5.b.i Inclusion Leaders of Education (ILE)

We rely on and support the deployment of highly effective Headteachers and Leaders of Education to work with schools to aid their improvement and build leadership capacity. These System Leaders build greater resilience into the system through the broader exchange of knowledge, skills, expertise, and capacity, with the strongest schools supporting others while benefitting themselves from collaboration with other schools.

A key feature of our self-improving system is the additional value gained by developing a cadre of leaders with expertise in Inclusion. We will recruit and develop school leaders to become ILEs, who can support their peers in the development of their practices and work with us to identify future countywide priorities and measure impact.



5.c Peer to peer support

Many individual and groups of schools engage regularly in peer review activities as part of their regular cycle of school improvement activity. There is considerable evidence that schools that engage in structured peer review can rapidly improve and sustain impact. Peer review processes build deeper relationships between schools, sustain continuous improvement, are focused on action and the support needed for improvement. They are evidence-led, honest appraisals of effectiveness carried out in a clearly structured way between trusted partners.

We are introducing an Inclusion Peer Review, with a methodology based on existing effective approaches and a clear focus on reviewing and supporting improvement in inclusion and the outcomes for SEND pupils. Peer review clusters will be advised by the ILEs and supported through their journey, including having funded release time.

5.d Development of knowledge and skills

National policy, robust evidence-based research and previous performance indicators will inform commissioning decisions to ensure the highest quality of delivery, the relevance of content and the greatest impact from the activities which support the development of inclusive education.

We are also conscious that there are significant demands on school time and therefore we will make the training offer as accessible as possible, where possible supporting them to identify training that will best meet their needs and offering funded release time for some of the county priorities.

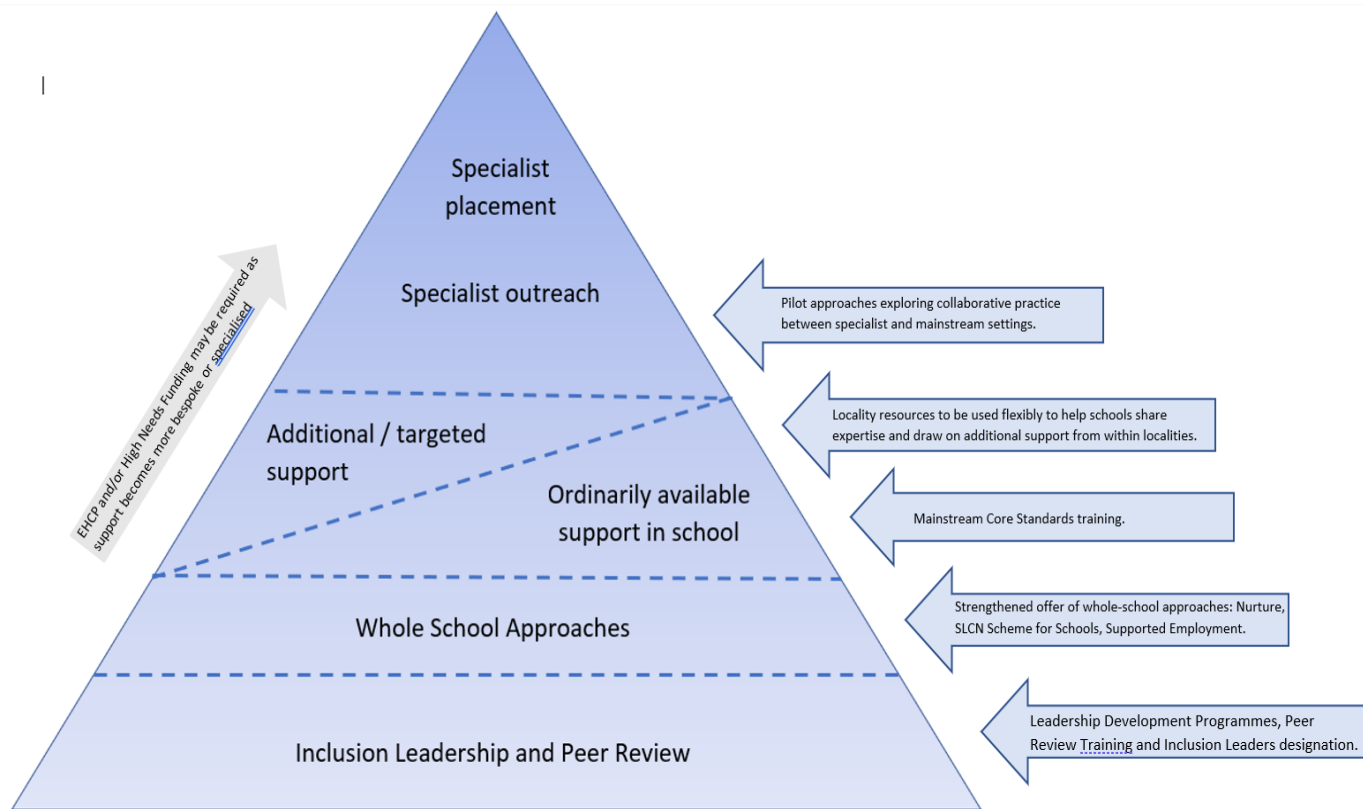


5.d.i Core offer of training for schools

The need for a core offer of training, linking to and complementing the broader system of targeted and specialist support, was identified by schools within the ISOS

Partnership research during 2019/20 and has been further informed by feedback from schools during the Inclusion Conversation in Sept – Oct 2020.

The diagram below provides an overview of the proposed approach and how packages will aim to build upon skills and expertise within individual schools, through school-to-school networks, and within localities.



Within this structure, we will provide a core offer of training for all schools which will ensure a good understanding of our collective expectations and responsibilities and cover those aspects of methodology or interventions that are deemed core for all schools. This programme falls into 3 main areas:

a. Training to support our school-to-school system approach to Inclusive Education, including:

- Leadership Inclusion– for middle, senior, HT and Executive
- Peer to peer
- Inclusive practices
- ILE training
- Governor Training
- NQT training

b. Targeted and specialist training to support the development of locality skills and expertise aligned with our graduated approach for CYP with SEND (see Appendix 2), including:

- Specialist Teaching - Core Offer
- The SPELL Framework

- Attachment theory
- Trauma informed approaches – including Adverse Childhood Experiences
- Nurture
- The Balanced System – Scheme for Schools
- Supported Employment
- Emotional Literacy Support
- Mainstream Core Standards training

c. Training which supports the improvement of progress and outcomes for children and young people, including:

- EFFective Kent Project, SEND Learning Behaviours
- Engaging with parents
- Improving progress and attainment for children and young people SEND
- Training for other stakeholders, including KCC staff on how to support inclusive education (not funded)

Training is commissioned from a range of specialist providers. Training requirements are continuously being identified and reviewed as this work continues.

5.d.ii Core offer of training for Early Years Providers

The Early Years and Childcare Equality and Inclusion team offer training that is free to Early Years providers:

- Early Years Special Educational Needs Co-ordinator Training for the New SENCO
- A Practical Guide for Early Years Special Educational Needs Co-ordinators
- Prime Importance of Communication and Language
- Prime Importance of Physical Development
- Prime Importance of Personal, Social and Emotional Development

Funded e-learning and recorded webinars:

- Writing Your Local Offer
- An Introduction to Best Practice Guidance
- Bereavement and Loss in the early years

5.d.iii Directory of Support

We will create a single directory of training and support. The directory will be categorised by target audience, expected impact, level of prior knowledge required and the inclusion framework. This will enable providers to easily access the most appropriate support for their identified need.

5.e High quality data

The ability to understand the context, identify areas for development and measure impact lies within a good understanding of the data, both at individual provider, local, county, and national level. We will provide all localities and schools with a contextualised overview of inclusion data, including parent feedback.

Kent Association of Headteachers have set up a working group to develop a framework for supporting locality conversations around the effectiveness of inclusive practices both within schools and collectively across localities. This framework will be used within localities to support collaboration and further development work.

5.f School to school Improvement Network

School performance in Kent is improving but is not yet 'good or outstanding for all'. The national context and policy is for schools to be autonomous; responsible for their own improvement and free to make the decisions that will enable them to secure the best outcomes for children and young people. Working with schools through the Kent Association of Headteachers (KAH) and Kent Special Educational Needs Trust (KSENT), we are building on the existing partnerships to further develop and embed a fully integrated and effective school to school support system based on collaboration and shared effort.

KAH, KsENT, Teaching Schools, Academy Trusts and other partners form a secure partnership network for school improvement across Kent. We see this as one of the best ways to support teacher development and spread the influences of the best practice in improving teaching and raising standards, including narrowing achievement gaps.

We are in the development stages of a countywide system, integrating the efforts of all partners to support schools more effectively in resolving the key issues, identifying future priorities, and realising the impact of this shared work.

6. Priority 2: Providing additional intervention and support with engagement.

This priority explores the best ways to facilitate access to additional inclusion support for children and young people with SEND, considering our locality structures and forums, engagement, and attendance support, as well as opportunities to strengthen local resources and pilot opportunities.

Whilst the highest quality of inclusive education is core business for our schools and settings, it is recognised that some children and young people may need additional specialist support, over and above the provision that is ordinarily provided to their peers.

For children and young people with SEND, this is likely to be planned support throughout their journey, for other children and young people, situations arise where support is needed for a shorter period. Our aims are to ensure support is easily accessible, targeted to meet the needs and delivered at the appropriate time. Where possible, pre-emptive strategies that prevent escalation to the need developing are employed, where this is not effective, support into education is the overarching priority.

6.a Wider community practices and locality working

Standards and expectations for inclusion can be achieved by schools working to support each other and sharing knowledge and expertise. It is important that we continue to support and nurture local area networks. Currently collaboration and communication between providers within localities and other stakeholders takes place in several forums (**Appendix 3**). Moving forward we are proposing to streamline the structures such that the quantity of meetings is as efficient as possible with clear lines of communication and process.



6.b Development of Locality Resources

We recognise that putting available resources under the control of the schools to work collaboratively to address the needs of the children and young people within their areas is highly effective in achieving improvement in outcomes and better meeting the needs of the child, often with greater efficiency and better value for money. To support this, we will work with schools within their areas to develop locality resources, these could include:

- Local development and training opportunities e.g., train the trainer models,
- An inclusion fund to respond to locality issues.
- Support in cases of crisis or unplanned transition which enables response care and support to the children or young person and the school.
- Pilot development activity.



6.c Good Practice and Pilot Opportunities

There are significant areas of good practice across the county. We will capture these into the directory of support, for sharing. We will also provide support to schools to develop good practice activity in relation to improving achievement and attainment of children and young people with SEND.

Localities are encouraged to develop some of this activity through pilot work, as part of the development of locality resources. Successful pilots will then be considered for countywide rollout.

6.d Attendance and engagement in education.

We all agree that children and young people must attend school regularly to benefit fully from their education provision. Ensuring good attendance is a key issue, especially for vulnerable groups where early indications of other more serious underlying problems can be reflected in erratic or poor attendance. Nearly 50% of young people who become home educated have a history of persistent absence from school. Poor attendance is also a high-risk factor for children and young people who are excluded and those who become NEET. In many cases the root causes are due to family and social issues. In addition to school's own activity, these cases can be supported, through a notification to the digital front door.

We take robust legal action when parents allow their children to become a persistent absentee without a justified reason. Every school has a named School Liaison Officer who will process straightforward attendance cases, including Education Supervision Orders, Penalty Notices and prosecution. The number of Penalty Notices per thousand pupils issued by KCC is among the highest in the country. While Penalty Notices have their place among a range of measures to tackle poor attendance, there is a need for a rounded approach using a wide range of strategies to improve school attendance.

Our Early Years and Childcare Service works to improving the sufficiency and sustainability of Early Years provision for children aged 0-4 and out of school childcare for school aged children universally up to the age of 14 and age 18 for those with Special Educational Needs and Disabilities (SEND) and/or who are in the care of the local authority. All 3- and 4-year-olds and some 2 year olds are entitled to some free early education and childcare. Free early education places for 2-year-olds is known in Kent as the 'Free for 2' or 'FF2' scheme².

6.e.i Reducing Exclusions.

We support schools in developing strategies to reduce the numbers of children and young people who are excluded from education. We devolve a significant proportion of funding to secondary schools, enabling them to work collaboratively, use the resources flexibly to support vulnerable learners at risk of exclusion and to substantially improve the quality of alternative provision.

The PRUs in Kent have been reviewed and reorganised such that schools oversee the provision through the PRU Management Committees. A key principle is that they are primarily for short term focussed support. Where alternative provision is being made for a KS4 programme, schools continue to support their pupils, providing them with a sense of belonging and value, in preparation for the next stage of their education.

² <https://www.kelsi.org.uk/early-years/sufficiency-and-sustainability/free-early-education/free-education-places-for-2-year-olds>

The Timpson review on school exclusion identified that ‘Children with SEMH as a primary need but who do not have an EHC plan, are around 3.8 times more likely to be permanently excluded, compared to children with no SEN. They are also significantly more likely to be excluded for a fixed period, even controlling for other factors.’³ In response to this and our wider aims to support children and young people with SEMH, we are commissioning a Kent Approach to Whole-School Nurture as an approach with a strong evidence base, including reductions in exclusions.



6.e.ii A Kent approach to whole school nurture.

Improved behaviour, Cost Effective – (Northern Ireland, QUB study, 2016)

Nurture groups to be cost effective and the project to be “highly successful in its primary aim of achieving improvements in the social, emotional and behavioural skills of children from deprived areas exhibiting significant difficulties”.

*Increased Attainment (Reynolds, MacKay and Kearney, 2009),
Reduced Exclusions- 2017 Glasgow Psychology Services report*

Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems. There is significant research to show that a nurture approach to education has a significantly positive impact on improving social emotional skills, wellbeing, attendance, and the behaviour of children and young people who did not experience this good start.

Nurture programmes are currently being delivered in a number of Kent schools through Virtual School Kent, Kent Violence Reduction Unit and in several STLS districts and Special Schools. There are also some schools who have undertaken nurture training independently, and recent consultation with schools and partners has identified a rich source of learning about how to maximise the value and accessibility of the offer. It has also identified strong support from schools and partners for the establishment of a countywide mainstream offer of training and support for whole-school approaches to Nurture. Building upon the expertise and experience within schools and partners, we will seek to establish a complementary offer of accredited, evidence-based training and consultancy support to enable mainstream primary and secondary schools in Kent to implement a programme of Whole School Nurture, including provision and training in the use of a complementary accredited tool to measure pupil wellbeing.

6.e.iii Kent Health Needs Education Service

This service provides provision for those pupils unable to attend school due to a health need. It focuses on outreach support and assisted integration to school. The service

³ Timpson review:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_rev_iew.pdf May 36:2019

is currently being reviewed to align more with locality working and the review is expected by Sept 2021.

7. Priority 3: Inclusive Education is part of a broader, holistic, and joined-up offer of support.

This is a cross-cutting priority, closely linked with delivery of the wider SEND Strategy and the SEND Written Statement of Action. It will involve working with partners who are involved in strengthening joint commissioning arrangements, as well as wider service development to ensure that there are seamless and accessible pathways of support for children and young people with SEND.

The need for integrated approaches lies at the heart of the Children and Families Act 2014 and is reflected in the SEND Code of Practice. Locally, Kent's Strategy for Children and Young People with SEND 2021-24 emphasises throughout the need for services to work in partnership to improve education, health and care outcomes for children and young people with SEND.

In Kent, there are a wide variety of services and structures supporting the broader health, wellbeing and social care needs of children, young people and families. Some of the key services and partnerships are set out below, but this is not intended as a definitive list, and through our part in delivery of the Kent Strategy for Children and Young People with SEND, we will work with all relevant local partners to ensure services are joined-up and accessible to children and young people with SEND and their families.

7.a Health Services

Strengthening joint commissioning arrangements with Health services is a strategic priority within the SEND Written Statement of Action, and multiple workstreams are in place to improve the neurodevelopmental pathway for children and young people with ASC / ADHD, improve access to specialist mental health services, and reduce waiting times for specialist services and adaptations, including wheelchair support. This is a broad programme of work that is intrinsically linked with school inclusion. Both share a governance structure through the Written Statement of Action, reporting via the SEND Improvement Board. We will continue to ensure that the links are made between these programmes through the project boards and participation structures.

School Health Kent (School Nursing Service)

School Health Kent⁴ works with children and young people aged 4-19, including those not in school, to support a range of physical, emotional and mental health outcomes that underpin a healthy start in life. These include:

⁴ www.kentcht.nhs.uk/service/school-health

- Healthy lifestyles
- Emotional Health, wellbeing and resilience
- Personal, social, health and economic education
- Drugs and alcohol education

The service works closely with families and schools, as well as offering health reviews and some direct support for individual children and young people. It plays a key role in supporting schools to implement whole-school approaches, including in relation to emotional wellbeing, and provides accessible information and resources to schools through the Schools' Resource Hub⁵. Information, advice and support is also available for children and young people through Kent Youth Health⁶ and for families through the Kent Resilience Hub⁷.

Health Visitors - Integrated Review at 2 years old

We have developed a consistent model for reviews which integrate the two-to two-and-a half-year check between health visitors and early years settings to embed the 'tell it once' culture. This ensures joined up and shared communications/ campaigns across Health Visiting and Early Years, project representatives have been linked into relevant multiagency communications work and forums, for example the 'Free for 2' funding promotion and Healthy Start.

7.b Integrated Children's Services

Integrated Children's Services includes Early Help and Preventative Services as well as Children's Social Work services, both of which have relevance for a number of our children and young people.

Early Help services in Kent offer a wide range of support and engagement ranging from universal to targeted services. This includes children's centres and youth hubs, where our priority is to continue to work in partnership to ensure that these settings are as inclusive as possible for children and young people with SEND as part of the SEND Strategy actions. The service also incorporates more targeted support for vulnerable children, young people and families delivered through Early Help Units and there are many interdependencies between this work and efforts to support inclusion in schools. We will explore opportunities for closer working at locality level through our collaborative review of local inclusion structures.

7.c Emotional Wellbeing and Mental Health Services

There are a range of emotional wellbeing and mental health support offers operating within schools and at locality level across Kent. These include:

Emotional Wellbeing Teams:

⁵ <https://www.kentcht.nhs.uk/shs-schools-resource-hub/>

⁶ www.kentyouthhealth.nhs.uk/

⁷ kentresiliencehub.org.uk

As part of the national 'Mental Health Support Teams' programme, joint-funded by the DfE and NHS England, a number of local Emotional Wellbeing teams have been developed across Kent to work in schools, providing evidence-based early intervention on mild to moderate mental health problems and provide help to staff in schools and colleges. This work is currently being delivered in Kent by the North East London NHS Foundation Trust (NELFT). Teams also act as a link with local children and young people's mental health services. In line with national targets for the programme, the teams expect to cover 25% of the population, but with a wider countywide role in sharing information and best practice. In addition, many schools have taken part in the HeadStart⁸ offer of emotional wellbeing support in recent years and it will be important to build upon this learning and expertise through our local forums.

Kent Children and Young People's Mental Health Services (CYPMHS):

These services are currently delivered in Kent by the North East London NHS Foundation Trust (NELFT) and provide emotional wellbeing and mental health advice and support for children, young people and their families between the ages of 0-25 (for those with special educational needs). The service offers advice and support for stress, low mood and depression, anxiety, self-harm or difficult to manage behaviours. NELFT also provide support for neurodevelopmental difficulties such as ADHD or ASC. Joint commissioning priorities to improve the timeliness of access to these services for children and young people with SEND are being coordinated through a specific workstream of the SEND Written Statement Action.

Fantastic Fred Experience

Kent CCG have commissioned the Fantastic Fred Experience, which is working to improve mental health and wellbeing in primary school aged children. Over the next two years, The Fantastic FRED Experience will tour primary schools across Kent. Children take part in a live, interactive and engaging performance delivered inside an immersive mobile classroom, providing education on memorable mental health messages for children.

7.d Kent SEND team

A team of Provision Evaluation Officers (PEO) work collaboratively to support schools, parents, communities and other agencies in raising standards of achievement and independence, as well as improving well-being and life chances of children and young people with SEND. PEOs provide advice and guidance to schools and colleges on SEN processes, procedures and statutory duties as well as offering direct support and advice in the development of whole school inclusive practice and how to effectively include children and young people with SEN.

⁸ See: <https://kentresiliencehub.org.uk/about-headstart-kent/>

In addition, PEOs monitor and evaluate the provision for those individual children and young people who have an EHCP and those who are in receipt of High Needs Funding. Provision is monitored to ensure it is supporting the young person appropriately to make good educational progress.

7.e Kent & Medway Violence Reduction Unit (VRU)

Using a public health approach to violence, the VRU aim to support those involved and impacted by violence by:

- Offering support and identifying opportunities to change and improve lives.
- Working with young people to ensure their voices are heard and that they have the opportunity to build positive relationships with others.
- Responding quickly and with a multi-agency approach to deliver the best support network.
- Influencing cultural change to help make communities safer for everyone.

Their work is supporting the development of Nurture approaches in schools across Kent & Medway to support a better understanding of the needs of students, and create a relationship between the schools and parents that would offer a shared approach to supporting students. There is a correlation between school exclusions and young people entering the criminal justice system or being at risk of criminal exploitation, and their project focuses on approaches to reduce exclusions and by doing so reduce risks of young people being involved in violence. The VRU aims to build on this work in 2021 – 22 and is in discussion with partners about how this work should be designed.

7.f Specialist Teaching.

This service is currently delivered by the Specialist Teaching and Learning Service (STLS) who work within localities to build on existing SEND expertise within mainstream schools and settings and equip staff at all levels to recognise and successfully meet the learning needs of children with SEND. Advice and support are given at whole school, class/group, individual child and family level to any mainstream school completing an appropriate referral. The delivery model is a flexible combination of Specialist Teaching & Learning Service, Special School outreach and professional development courses. Full details can be found in **Appendix 5**.

7.g Virtual School Kent (VSK)

The Virtual School acts as a local authority champion to promote the progress and educational attainment of children and young people who are or who have been in care so that they achieve educational outcomes comparable to their peers. Ensuring that they receive a high quality education is the foundation for improving their lives.

VSK provide advice, support and training to professionals, schools, colleges and institutions and improve access to specialist services for children and young people who are or who have been in care.

8. Priority 4: Ensuring smooth transition between education phases.

This priority aims to develop collaborative approaches between settings to achieve successful and sustained transitions for CYP at key phases and times of transition in their lives.

CYP are supported with the skills, knowledge, and confidence to move to the next stage of learning with success. Developing in resilience, flourishing, building independence, and becoming successful and prepared for adulthood.

8.a. Early Years to Primary

Our Early Years and Childcare Strategy 2020-2023⁹ outlines our priority to ensure increasing numbers of children are 'ready for the next stage' at the end of the EYFS and make an effective transition into school. To achieve this, we will:

- Drive further enhancing family involvement in children's learning.
- Work with children's centres to ensure maximum and effective support for children's holistic development through early learning activities and services provided.
- Promote and support the take-up of all Free Entitlements.
- Promote and support the development of effective working relationships and mutual respect between early years and childcare providers and schools.
- Support well-informed, seamless and effective transitions for all children in all circumstances, but particularly on starting school.

We continue to offer Portage, a service for pre-school children with Special Educational Needs and Disabilities, offering bespoke packages of intervention to support a child's development through Pre-school learning groups and or home learning sessions. Portage supports children's learning and development using a small steps approach.

Portage Practitioners work in partnership with families, recognising that parents are the best people to teach their child. Parental involvement is essential in both the planning and delivery of activities to support the child's learning.

⁹ <https://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/early-years-and-childcare-strategy-2020-2023>



8.b Primary to Secondary

NASENs guide to transition¹⁰ outlines some key activities for this transition phase. In addition to pilot work within localities, we will support local collaboration and prioritisation of this transition through:

- Improving the sharing of information between schools.
- Provide best practice guidance on supporting transition.
- Promoting and supporting schools with summer transition activities
- Considering time limited transition funding that follows the child (part of the wider HNF review)

KAH and KsENT along with KCC colleagues are working together to co-produce a more comprehensive detailed plan to support this key transition phase.

8.c Post 16

We will work to ensure children and young people experience smooth transition between secondary and into post 16 provision such that progression provides a route to skilled employment and higher learning. Resource has been put into employer engagement to support schools in fulfilling the Gatsby benchmarks. The expansion of the Careers Enterprise Advisors means that all secondary schools can have an industry specialist working with them as their Enterprise Advisor.

The current post 16 qualification review challenges the robustness and skill level of some post 16 curriculum offers. This combined with the guidance for schools on Careers Education, Information, Advice and Guidance, the new inspection framework and the reduction in appropriate post 16 provision for all levels of learners, reduces the opportunities for young people aged to 18 (24) to be engaged in purposeful education and training and well prepared for skilled employment and higher learning. KCC is currently carrying out a review of 14-19 provision with a view to understanding the issues within the sector. Given changes in government policy, funding issues and limited options, the review aims to identify current gaps and identify ways to ensure that the provision meets the needs of all young people. By using a process of consultation with all stakeholders, the review aims to provide recommendations of ways to support both providers and users in the sector.

8.c.i Preparing for Adulthood.

Following two large multi-agency workshops focussed on preparing children and young people with SEND for adulthood, a countywide action plan has been developed with some key priorities included within the Written Statement of Action. One of the key deliverables was the production of a Preparing for Adulthood (PfA) Core

¹⁰ https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/transition_guide_0.pdf

Standards document, providing guidance to mainstream and special education settings, as they prepare children and young people and their families to plan for the transition to adult life. This document is shortly to be published. One of the ways in which we will work with schools around the Preparing for Adulthood agenda is through developing a countywide approach to Supported Employment for mainstream schools, summarised below.



8.c.ii Supported Employment programmes embedded in Secondary schools.

We will provide a training and support offer to mainstream secondary schools to implement programmes of Supported Employment within their school. This offer will provide an integrated programme of training and support for secondary schools in Kent, to support them in implementing whole school approaches to Supported Employment, as well as specific practices such as Travel Training, Vocational Profiling and Systematic Instruction within their settings.

Embedding a supported employment model supports children and young people becoming:

- Self-aware- in terms of skills, qualities and progression routes to employment and experience of work
- Opportunity aware- of the labour market, employer expectations, career pathways, confident decision makers, understand transition to work,
- Confident decision makers- to decide which pathways are suitable for them, help inform their EHCP (where appropriate)
- Transition successfully into the next stages of their lives be it paid work, work experience, or further education to gain qualifications needed for their informed careers pathway.
- Less likely to become NEET as have been supported at an earlier age to look at progression routes.
- Empowered to make independent decisions to enable them to lead full lives as members of society.

9. COVID-19 response

We recognise that the pandemic is having a detrimental effect on both academic attainment, mental health and wellbeing of our children and young people. The impact of this, particularly on groups who are already disadvantaged, is likely to widen existing inequalities. We are also aware of the exceptional demands on schools and settings during this time and that these will continue as schools and settings implement recovery work to redress the loss of learning and engagement.

We will work to support this recovery effort and ensure that programmes are as accessible as possible and cause minimal disruption. We will consult around implementation times and, where appropriate, align programmes with the work within **Reconnect: Kent Children and Young People Programme**.

10. How will performance against this delivery plan be monitored?

10.a Governance and action monitoring

| Group | Role | Frequency |
|----------------------------------|--|-------------|
| County Education Reference Group | Monitor if activity set out in this plan is meeting the needs of schools and settings in achieving the KPIs. Review and advise. | Termly (6) |
| SEND Improvement board | Approval of CATIE. Monitor the actions as set out in the Written Statement of Action and the impacts as identified in the SEND scorecard. | Monthly |
| Commissioning Function | Ensure the highest quality of provision is commissioned and that its performance meets the KPIs | As required |
| KAH/KSENT | (Also represented on the forums above) support planning of activity and provide feedback from schools on the direct impact of the actions. | Monthly |
| ILE's group | Identify priorities arising from schools self-evaluations, support planning of activity and provide feedback from schools on the direct impact of the actions. | tbc |
| KCC Governance | Approval of spending | |
| Schools Funding Forum | Regular updates of spending and impact progress | |

10.b Key Performance Indicators

A reduction in exclusions:

For each group of All, CIC, SEND Support and EHCP:

- Reduced percentage of CYP subject to a fixed term exclusion
- Reduced number of CYP subject to a permanent exclusion

Improved engagement:

For each group of All, CIC, SEND Support and EHCP:

- Reduced percentage of CYP on a reduced timetable
- Reduced percentage of CYP with persistent absence

Inclusion in mainstream education:

- The percentage of Year R-11-aged CYP with an EHCP placed in mainstream schools is in line with the National figure of 39%
- Increase the number of CYP with an EHCP aged 16-25 accessing Supported Employment.
- Significant increase in the percentage of parents that agree or strongly agree with the parental survey statements that they are confident the educational provider can meet needs and has the knowledge/ skills to do so (Primary phase)
- Significant increase in the percentage of parents that agree or strongly agree with the parental survey statements that they are confident the educational provider can meet needs and has the knowledge/ skills to do so (Secondary)

Improved academic achievement outcomes:

For each group of All, CIC, SEND Support and EHCP:

- Increased percentage of CYP achieving the expected standard in Reading, Writing & Maths at KS2
- Improved progress score for CYP in Reading at KS2
- Improved progress score for CYP in Writing at KS2
- Improved progress score for CYP in Maths at KS2
- Improved Attainment 8 score for CYP at KS4
- Improved Progress 8 score for CYP at KS4

Other achievement measures:

- Percentage of CYP on track to achieve their end of key stage outcomes (for those annual reviews not taking place in the final year of the key stage)
- Percentage of CYP who achieve at least 50% of their EHCP outcomes by the end of the key stage.

11. Linked Strategies

This delivery plan works alongside the following KCC strategies:

- Kent Strategy for Children and Young People with Special Educational Needs and/or Disabilities (SEND) 2021-24
- Early Years and Childcare Strategy
- School Improvement Strategy
- Kent Commissioning Plan for Education Provision, 2021-24

Appendix 1: Inclusion Statement

Our collective values and aims are captured in our inclusion statement. This statement reflects partnership working between education leaders and Kent County Council in developing a county-wide approach to inclusive education. We strive to ensure that all schools, academies, and early years and childcare settings are able to provide inclusive education, and to follow both the spirit and the letter of the law with inclusive values. The statements below reflect a joint commitment of all the partners across the Kent education system including settings, schools, colleges and Local Authority.

Our commitment:

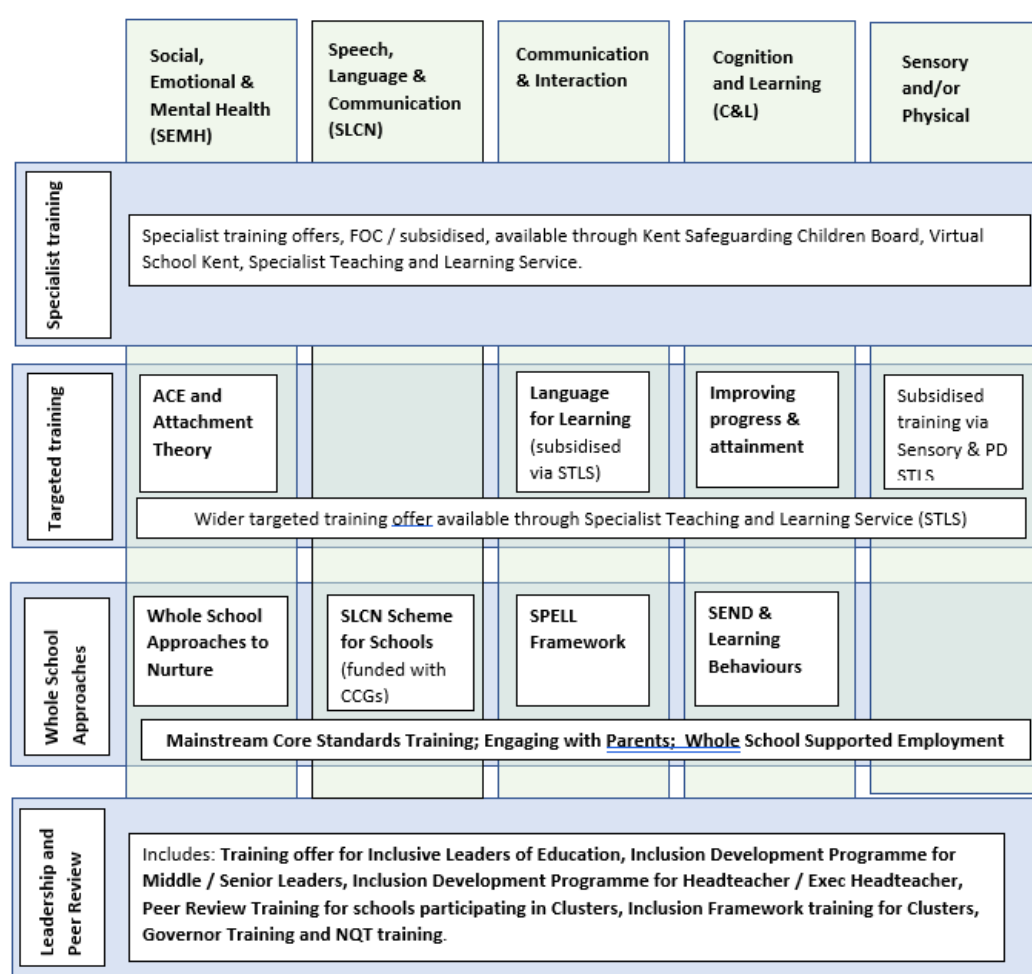
| to children... | to parents and carers... | to schools and settings... | to our staff... |
|---|---|---|---|
| Making sure that every child and young person in our schools and settings, whatever their circumstance or ability, has a sense of belonging, feels respected, and is valued for who they are. | Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood. | Having a responsibility to provide for Kent children whatever their background and current circumstances and ensuring that they receive accurate AND EARLY identification of their needs so that high quality learning and teaching leads to positive experiences and outcomes. | Inclusion being positioned at the heart of education leadership and not viewed as the exclusive preserve of the SENCO. Encouraging every school and setting to be inclusive and to take a whole school approach to inclusion and SEND. |
| <ul style="list-style-type: none"> Timely and equitable access to high-quality and appropriate education in a range of settings (mainstream, SRBP, special, early years and Portage). a broad and varied curriculum differentiated to meet the individual needs of each student's ability whatever that may be. Appropriate levels of support to enable each child to develop, flourish and build independence. The skills, knowledge, and confidence to move to the next stage of learning with success. Be part of the whole process. The right to achieve full potential | <ul style="list-style-type: none"> Timely support and advice in making decisions about your child's education through open and transparent communication. Clear and up-to-date information about the offer across the county for children with SEN. Opportunities to regularly review the efficacy of provision for your child. Processes that meet all statutory and any other essential requirements and timescales. To work with you to assess needs in a co-productive way. A graduated response offers a pathway to suit all needs. SEND can be met without an EHCP. Ensure advice and support is consistent and joined up across agencies. | <ul style="list-style-type: none"> Timely support in providing high-quality provision for children with SEN, both practical and financial. A clear and transparent process for allocation of High Needs Funding and SENIF. Advice and support from officers in the fulfilment of statutory duties, including placements, transition between phases and EHCP & Annual Review processes. Publication of mainstream core standards as a source of advice for schools, and Best Practice Guidance for Early Years settings. Appropriate access, liaison, and clear communication across external agencies to ensure the right solutions. | <ul style="list-style-type: none"> Recruitment and retention of high-quality staff in the local area. Appropriate and regular support from line managers. Regular, high-quality CPD, training opportunities and updates to share experience and knowledge. Greater integration between SEND service and SENCOs. An opportunity to share views on how to maintain and improve systems. A clear and fair process for appraising and recognising performance. To seek and accept any learning, training, and development for inclusion for our staff, engage with research and to share our own |

We will:

| across the count... | in each area... | in our education and childcare settings... |
|---|--|---|
| Making sure that every child and young person in our schools and settings, whatever their circumstance or ability, has a sense of belonging, feels respected, and is valued for who they are. | Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood. | Having a responsibility to provide for Kent children whatever their background and current circumstances and ensuring that they receive accurate AND EARLY identification of their needs so that high quality learning and teaching leads to positive experiences and outcomes. |
| <ul style="list-style-type: none"> Provide a clear and up-to-date local offer on our website and on request to parents/carers and other stakeholders. Publish and adhere to clear procedures for children with SEN starting school and at key points of transition (EY, post-11, post-14, post-16). Maintain a forum for collecting the views of stakeholders, especially children and parents/carers, as part of our ongoing evaluation of provision. Work collaboratively across the Council, schools, settings, academies, health, and social care in the interests of SEND students. Improve communication across the SEND and KCC services. | <ul style="list-style-type: none"> Establish a consistent process for tracking and monitoring provision for SEN pupils, to be shared with and scrutinised by KAH Area Boards and PRU Management Committees, and Early Years and Childcare Provider Association. Establish a supportive and improvement-focused peer-to-peer SEN review process between schools and settings, and with the support of the Local Authority including a commitment to research-based evidence learning. Provide regular learning / training opportunities for parents/carers, schools, settings, and other interested parties. Provide a range of mainstream and SRBP places for children and access to specialist interventions at special school nurseries. Establish a system for ensuring that the procedures for primary to secondary transition are timely and fair, using local panels of SENCOs and KCC Officers. Ensure that there are mechanisms in place to support parents/carers in finding out about local schools and settings, and what they can offer to their children. Commitment to transparency of data across the area/ district. Challenge and be open to challenge and make evidence-based decisions. Commit that all professionals will be honest and open. | <ul style="list-style-type: none"> Have an inclusive approach, including admission, with an appreciation of diversity, individuality, and ambition for all to achieve their optimum potential is essential in raising attainment for all. Be confident that before a decision is made, all possible options available have been exhausted and that this will lead to improved practice and provision available to meet all needs in the future. Examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings. Carefully and accurately assess HOW a child's needs can be met and respond accordingly. |

Appendix 2: Overview of proposed Core Training Offer

Diagram detailing the graduated approach by need type.



Children and young people with SEND are individuals and rarely fall neatly into one need type, whole school approaches are, therefore, intended to be complimentary of each other and support the development of cultures, strategies and systems that benefit the wider cohort of pupils, not just those of the identified need type. Wholistic assessment of a young persons need and support from across the need types will often be required to determine the most effective package of support.

Appendix 3: Current Network Meetings

| Forum | Purpose | Frequency | Attendance |
|---------------------------------------|---|--|---|
| In-Year Fair Access panels | Determine education placements for hard to place CYP | Min every 30 days | Secondary – usually all Headteachers Primary - Headteachers – by cluster |
| PRU Management Committees | Management of the PRU or locality AP provision | | Headteachers, PRU leadership, LA rep |
| Local Inclusion Steering Group (ISGs) | Sits under the LIFT Executive, informing and responding to them. Inclusion agendas in localities feeds into LIFT exec | Termly (6) | Similar attendance to lift exec |
| SENCO forums | Primary, Secondary SENCOs sharing information, good practice. Trends networking | Termly (6) | SENCOs, PEO's |
| SEND Updates | To update on latest research and developments to the SEN service | Termly (6) | Delivered by KCC SENCOs |
| KAH Exec | Oversight of Kent Association of Headteachers | Monthly in 2020/21 (previously termly) | KAH Exec KCC |
| KAH Area Boards | Oversight of KAH in the area | Monthly in 2020/21 (previously termly) | KAH reps TEP Secondary and Primary Lead Advisers (for alternate meetings) |
| KAH Task groups | Rapid problem-solving of Covid related issues | Varied – 2-3 times per term | 3-4 Headteachers from the area, AEO, TEP Secondary and Primary Advisers |
| KSENT Executive | Oversight of the Kent SEN Trust – strategy and practice | Termly | KsENT Exec KCC – topic specific |
| KsENT Strategic Forum | Supporting the development of SEN strategy within, across and beyond special schools | Termly | Special School Headteachers KCC – topic specific |
| KsENT working groups | To drive strategic development Finance, Admissions, Specialist Nursing, PSCN, SEMH, C&I, STLS | Termly | Special school heads, KCC / NHS – topic specific STLS – Outreach leads |
| KsENT Leadership Forum | Lead school support and develop best practice across all special schools. ITT, CPD, Leadership, S2S support, R&D, Finance/HR | Termly | Special school deputies/ school leadership KCC – topic specific CCCU – ITT only |
| Lift Exec | Promote inclusive practice and manage the priorities for the STLS teams. Review progress and impact of locality LIFT work | Termly | 12 x District Execs Each of 6 x mainstream heads, STLS lead, KCC, EP |
| Lift forums | Develop local strategies and support for schools. Referrals from schools for advice and recommendations from STLS and CAMs etc. Linked into statutory assessment process and IYFA | Termly | 6 x groups, each of 6 x SENCO/SLT members in each of the 12 districts |

Appendix 4: Impact measures

| Children and young people with SEND experience a high quality, inclusive education within the most appropriate setting to meet their needs. The Code of Practice sets out that for most children with SEND, there is a presumption that this will be within a mainstream setting. | | | | |
|---|---|---|---|---|
| Activity Strand | Intended Impact and evidence base | Key features | Short-term Indicators (To be measured quarterly) | Medium and Long-term indicators (12 – 24m +) |
| 1. Supporting the highest quality core inclusive education delivery | <p>a) Leadership development programmes and Inclusion Peer Review Clusters</p> <p>Intended impact: School leaders who have actively participated in the Inclusion Leadership System are able to improve (and demonstrate) inclusive practice within their settings.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> - <i>Implementing Inclusive Education (K4D, 2018)</i>¹¹ - <i>Developing and sustaining an effective local SEND System (LGA)</i>¹² - <i>The Principles of Effective Peer to Peer Review (NAHT)</i>¹³ | <p>Key proposed features:</p> <ul style="list-style-type: none"> • Establishment of small Inclusion Peer Review Clusters (x4-6 schools) across the county, facilitated by an Inclusion Leader of Education, to share best practice and undertake a peer review of each member's setting. • Inclusion Framework and Peer Review training for all participating schools • Inclusion Peer Reviews of all participating settings to support schools in identifying areas for development and implementing whole-school responses. • Inclusion Leadership Development Programmes for Middle / Senior and HT/Exec HT levels. • Designation and deployment of 10 x Inclusion Leaders of Education across Clusters. • Governor training on the Kent Inclusion Framework. | <p>Short-term: Quarterly measures e.g.</p> <ul style="list-style-type: none"> • % uptake and active participation by schools in Inclusion Peer Review Cluster model (by district). • No. and % coverage (geographic / school type etc) of settings undertaking inclusion peer reviews and implementing resulting actions. • % of schools with at least 1 senior and 1 middle leader completing Inclusion Leader Development Programmes. • Quality measures as part of evaluation around all training programmes delivered. Follow-up implementation reviews designed for the majority of training. | <p><i>These will be reviewed across specific strands of delivery but will also be applied at a wider system level in recognition of the wider dependencies.</i></p> <p>Medium term (12m+)</p> <ul style="list-style-type: none"> • Schools report improved knowledge, skills and confidence in meeting needs of CYP with SEND. • Improved attendance of CYP with an EHCP / SEN Support • Reduced percentage of CYP with an EHCP / SEN Support subject to a fixed term or permanent exclusion • Reduced percentage of CYP with an EHCP / SEN Support on a reduced timetable • Pupil self-reported wellbeing measures (potentially linked to Whole School Nurture assessment). • Improved active participation in learning, including attainment and progress, from CYP who receive SEN Support / have an EHCP. <p>Long-term: 18-24m +</p> <ul style="list-style-type: none"> • Increased percentage of Year R-11-aged CYP with an EHCP placed in mainstream schools |
| | b) Core Training Offer | Key features: | Specific short-term impact measures will be applied individually to each programme | |

¹¹ https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf

¹² <https://www.local.gov.uk/developing-and-sustaining-effective-local-send-system-practical-guide-councils-and-partners>

¹³ <https://www.naht.org.uk/news-and-opinion/news/structures-inspection-and-accountability-news/the-principles-of-effective-school-to-school-peer-review/#:~:text=The%20desire%20for%20mutual%20gain,is%20not%20a%20standalone%20activity.>

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| | <p>Schools and settings are better able to meet the needs of children and young people with SEND through accessing a graduated core training offer.</p> <p>Parents/carers have greater confidence in the ability of settings to meet their child's needs and that they have the knowledge/skills to do so.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> - <i>ISOS Partnership Survey in Kent (2019-20)</i> - <i>Developing and sustaining an effective local SEND System (LGA)</i>¹⁴ - <i>Nurture: Applying Nurture as a Whole School Approach (Education Scotland)</i>¹⁵ ; <i>Improved behaviour, Cost Effective – (Northern Ireland, QUB study, 2016)</i> - SPELL (National Autistic Society) - <i>Plus additional programme-specific research.</i> | <ul style="list-style-type: none"> • Differentiated offer of core training to include whole-school approaches and targeted programmes. These are planned to include: • Whole School Nurture • Whole School Supported Employment • Whole School SLCN Scheme for Schools • SPELL Framework • Attachment theory • Trauma informed approaches • Mainstream Core Standards Training • Inclusion Training for Governors • 'SEND and Learning Behaviours' EEF training • Engaging with Parents • Improving progress and attainment • NQT training | <p>alongside the following general measures:</p> <ul style="list-style-type: none"> • % uptake and completion rates across core training offer by geography / school type etc; • Evaluation quality measures (e.g. % reporting good/excellent programme content; % reporting improved knowledge and skills; % reporting improved confidence in responding to pupil needs. • Follow-up implementation reviews aligned to majority of programmes. | <p>Significant increase in the % of parents that agree or strongly agree that they are confident the educational provider can meet needs and has the knowledge/skills to do so (Primary and Secondary phases)</p> |
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¹⁴ <https://www.local.gov.uk/developing-and-sustaining-effective-local-send-system-practical-guide-councils-and-partners>

¹⁵ <https://education.gov.scot/improvement/Documents/inc55ApplyingNurturingApproaches120617.pdf>

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| 2. Providing specialist intervention and additional support with engagement and re-integration | <p>Schools are able to better respond to the needs of CYP with SEND through:</p> <ul style="list-style-type: none"> Streamlined and effective locality structures through which to share advice, best practice and information to support CYP with SEND. Flexible locality resources, in the form of financial and practical support <p>Evidence base:</p> <ul style="list-style-type: none"> <i>Developing and sustaining an effective local SEND System (LGA)</i>¹⁶ <i>Review of other Local Authority offers</i> | <p>Key features:</p> <ul style="list-style-type: none"> Streamlining and supporting local inclusion forums to be as effective as possible, e.g., through solution-focussed approaches. Strengthening links with the School Improvement Service. Continued development of SENCO briefings Enabling collaborative and flexible responses between schools through the availability of 'locality resources' (approach to be developed with schools and locality forums). Piloting opportunities to explore new models and test emerging practice. | <p>Shorter-term evaluation measures will be developed separately for each of the key strands given their varied focus and for any pilot activity that is approved.</p> <p>We will work with schools to develop guidelines and an evaluation framework around the locality resources to ensure this is used effectively and their impact is captured as part of our wider programme of inclusion support.</p> | <p>Long-term outcome measures as above (applied as part of a whole-system evaluation of inclusion activity).</p> |
| 3. Ensuring that education inclusion support is part of a broader, holistic and joined-up offer of support for young people's care and health needs. | <p>Children and young people with SEND receive timely and holistic support from education and wider services that responds to their health, wellbeing or social care needs and supports their inclusion in education.</p> <p>This aligns with the following key priorities from the SEND Strategy:</p> <ul style="list-style-type: none"> <i>Adopting a holistic approach, working collaboratively across all partners, to support all children and young people with SEND to improve progress and outcomes.</i> <i>Understanding what outcomes are important to children, young people and families and ensuring the right support is available at the right time to help them achieve the things they want.</i> <p>Evidence base:</p> | <p>Key features:</p> <p>This will involve linking the planned inclusion activities with delivery of the wider SEND Strategy and Written Statement of Action to ensure a joined-up approach to planning, commissioning and service delivery for children and young people with SEND. Particular areas of connectivity include:</p> <ul style="list-style-type: none"> Working with partners to ensure that there are clear and connected pathways of support with wider commissioned services, including Early Help, emotional wellbeing services and CAMHS, and that these are | <p>Interim progress is being measured as part of the Written Statement of Action.</p> | <p>This will be monitored over the longer term as part of the wider SEND Strategy and Written Statement of Action.</p> <p>In addition to the long-term indicators above, which will give an insight into progress across the wider system, the following measures from the WSOA may also have relevance here:</p> <p>7.1 CYP's SEND needs will be met by unified commissioning.</p> <p>2.4 Parents/carers and YP better understand the local offer and find it easier to access provision.</p> <p>2.5 Parents/carers and YP feel they are provided with the right information at the right</p> |

¹⁶ <https://www.local.gov.uk/developing-and-sustaining-effective-local-send-system-practical-guide-councils-and-partners>

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| | <ul style="list-style-type: none"> ISOS Partnership Survey in Kent, 2019-20 <i>Developing and sustaining an effective local SEND System (LGA) – referenced previously.</i> | <ul style="list-style-type: none"> clearly communicated to schools and parents/carers. Working with partners who are involved relevant joint-commissioning activities for SEND, such as the neurodevelopmental pathway, speech and language therapy and parenting support; Working with partners to ensure that the Local Offer provides clear information about the range of services and support available to families. | | time and know where to source additional guidance. |
| 4. Ensuring smooth transition between education phases | <p>Children and young people experience positive transitions between key stages of education and settings as well as wider life events and are prepared to live as independently as possible.</p> <p>Parents are confident about the range of provision available for their child and young person and report improved confidence in making informed decisions about the next steps in their child's educational journey.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> NASEN <i>Transition Guidance</i>: https://nasen.org.uk/resources/transition NDTi <i>Preparing for Adulthood guidance</i>: see https://www.ndti.org.uk/projects/preparing-for-adulthood Supported Employment: Supporting Young People with Mental Health Needs into Employment, CDC 2014); <i>Preparing for Adulthood Programme (NDTi)</i>; <i>financial Case for Supported Employment (Department of Health, 2011)</i>. | <p>This will involve:</p> <ul style="list-style-type: none"> Exploring the barriers to effective information sharing between settings and identifying processes and tools to improve information-sharing ahead of key transitions. Drawing on national examples of best practice guidance in transitions, developing a shared approach with schools, and supporting collaboration through localities. Offering resource for localities to develop summer transition activities. Exploring a mechanism to offer time-limited transition funding, linked to the wider High Needs Funding Review. Commissioning a whole-school programme of Supported Employment for mainstream secondary settings. | <p>Specific short-term measures will be set alongside the different activity strands, including working with schools to develop guidelines and an evaluation framework around the use of funding for transition activities, to ensure that we capture learning and share effective practice.</p> <p>Specific short and long-term measures will be developed for the Supported Employment offer, which may include:</p> <ul style="list-style-type: none"> pupil-level measures (e.g. % reporting improved career awareness, % transitioning into work experience / employment), parent/carer measures (e.g. % reporting improved confidence in supporting their child to make informed decisions about their pathway); school-level measures (e.g. % of schools reporting improved knowledge / skills / confidence, as well as engaging with employers and parents around career pathways for SEND students). | <p>Long-term outcome measures as above (applied as part of a whole-system evaluation of inclusion activity).</p> <p>Specific long-term outcomes for the Whole-School Supported Employment might include:</p> <ul style="list-style-type: none"> a focus on the proportion of participating SEND students who transition successfully into paid work, work experience, or further education to gain qualifications needed for their informed careers pathway. exploring whether students are less likely to become NEET through receiving appropriate support to look at progression routes from an earlier age through their school. |

Appendix 5: Specialist Teaching and Learning Service (STLS) ¹⁷

Note: This does not include Sensory and PD. For these need types STLS is provided as a countywide service.

Support early years settings and schools to build their capacity and confidence to identify the right children at the right time, deliver high quality provision for children and young people with special educational needs and disabilities (SEND), to improve pupil progress and outcomes and to spread the best practice across special and mainstream schools.

Its aims are to;

- build on existing SEND expertise within mainstream schools and settings to equip staff at all levels to recognise and successfully meet the learning needs of children with SEND.
- assess and provide outreach support for all children and young people with SEN and/or disabilities (SEND) in early years settings and schools, according to needs, and at the earliest possible stage.
- support the development and use of resources to enable children and young people with SEND to access the curriculum and make good progress.
- develop effective whole school systems for SEND, via a flexible but targeted approach to continuous professional development and training.
- lead in the research, evaluation and sharing of new resources, best practice, effective strategies and interventions as they become available.
- ensure good progress for pupils requiring SEN support so as to reduce the need for EHC Plans, by establishing more effective processes for children to access timely, high quality earlier intervention, support and provision.
- ensure special schools provide SEND advice and support to Kent's maintained schools and educational settings as part of the co-ordinated LA strategy for SEN support.
- ensure interventions are evidence-based, rigorously monitored and reviewed following agreed intervention and review timetables and impact measures.
- ensure this work is consistent across Kent and provides good value for money.
- ensure system capacity building; plan, deliver and review professional development programme through an audit of need within the district and in partnership with mainstream schools. Undertake thorough course evaluations that will include take up by school, by need type (e.g. ASD, BESN) and quantitative data on attendance and feedback, to ensure value for money.

Service

The Service is coordinated and delivered via 12 Local Inclusion Forum Teams of professionals (LIFTs).

There is a central contact facility in each District for early years settings and schools. Schools LIFT are held 6 times per year per group. Early Years referrals are via the Early Years LIFT held 2/3 times per term in each district.

¹⁷ STLS SLA current – April 2021

An expected prerequisite for support is that early years settings and schools continue to develop their SEND skills, knowledge and capacity; and that they will use this in applying a robust system of provision-mapping for SEND, based upon the 'Mainstream Core Standards' and the Early Years Best Practice Guidance.

The process for accessing services will involve completing an access form, detailing the learning needs of the child/issues for the school and strategies already applied/existing capacity, which will be brought to an initial LIFT meeting.

In some cases where LIFT provision has been allocated to support a child but the school has not been able to fully meet the Mainstream Core Standards, or Early years equivalent, it may be the case that additional support from the LIFT is provided, with a view to enabling it to improve its SEND processes.

Once the LIFT has agreed support, this will be provided at the earliest point. At the LIFT meeting or initial visit there will be agreement between the specialist teacher and the setting/school to include:

- details of the support to be provided
- entrance and exit criteria
- potential duration of support
- focus and purpose of the intervention
- progress measures and how these will be evidenced
- review date

THE LIFT can support schools considering Statutory Assessment for a child or young person. The team will use the Summary of LIFT Intervention document as a framework to discuss the provision provided by the school. The team will confirm whether all recommendations provided by professionals have been fully implemented and reviewed and whether the district offer of support has been fully utilised and exhausted. They may also provide guidance to the school on whether they have the appropriate documentation and evidence for Statutory Assessment. The LA has the Statutory Duty to make the final decision as to whether the assessment will be undertaken.